Examiners' Report
Lead Examiner Feedback

June 2022

Pearson BTEC Nationals
In Uniformed Protective Servcies (40892M)
Unit 6: Government and the Protective Services

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Grade Boundaries

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:
http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html

Awarding BTEC qualifications in 2022

Ofqual has set out their plans for awarding qualifications in 2022 and intend to return to a normal, pre-pandemic, approach to grading standards over by 2023. They have confirmed that 2022 will be a transition year, to reflect that we are in a pandemic recovery period and students' education has been disrupted.

Our guiding principle and approach to awarding BTEC qualification results in 2022 will be to ensure parity in relation to the approach being taken for GCSE and A level learners. BTEC courses have a different structure and design to academic qualifications - BTECs are modular qualifications (with assessments taking place throughout the course)

compared to GCSEs and A levels which are linear (assessed and awarded at the same time at the end of the year), and therefore our approach needs to be different.

In 2022 we will return to the usual method of calculating BTEC qualification results, however adaptations including, U-TAGs and reduced internal assessment, are in place to provide a comprehensive package of support for students.

The basis of our awarding approach to BTECs this year is to ensure it is as fair as possible for all learners. We will use a range of evidence to set grade boundaries for the external units. Part of this evidence will be to closely monitor learner performance in all assessments that contribute to learners' final qualification grade, to ensure parity with A level and GCSEs.

Further information can be found on our website and via our Social Media channels.

Introduction

This report has been written by the Lead Examiner for Unit 6 Government and the Protective Services. It is designed to help you understand how learners performed overall in the exam. For each question there is a brief analysis of learner responses. You will also find example learner responses from Level 3 Pass, Merit and Distinction learners. We hope this will help you to prepare your learners for future examination series.

Introduction to the Overall Performance of the Unit

The question paper is designed to replicate the sample assessment materials and previous series, with a range of questions that are linked to scenarios or resources, and then questions that link to media articles, reports or data.

As this was the second examination series for Unit 6 Government and the Protective Services, it was pleasing to see the vast majority of learners attempted all of the questions, showing a good understanding of the unit content and also demonstrating the ability to apply their knowledge in a range of protective service settings.

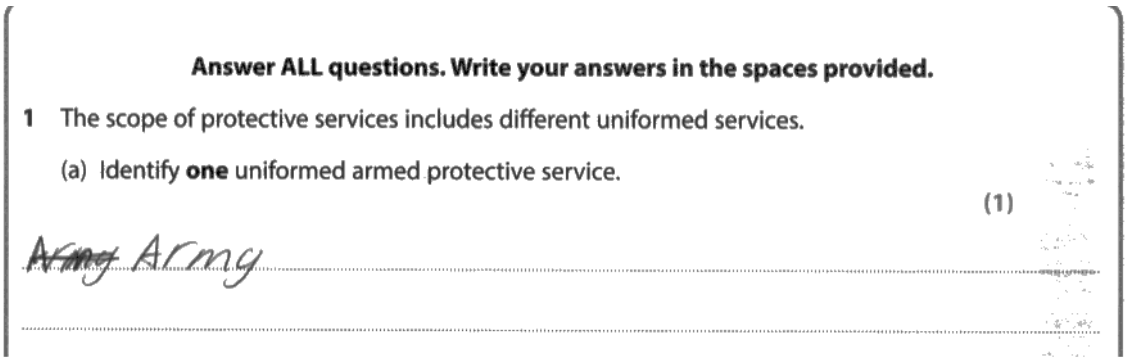
Within the responses there were examples that met the Pass, Merit and Distinction descriptors, and application skills were generally well used. This was particularly evident where learners were able to apply their knowledge to given resources in the latter end of the paper and were able to utilise the resources to give context to their answers.

One aspect that appears to require more development in learner responses was the examination techniques that they were able to use. In particular marks were lost where learners did not fully explain their answers or extend these appropriately in the short answer responses, which then prevented them from accessing the full range of marks available.

Centres are advised to make use of the command verbs, which are listed in the unit within the specification, to allow the learners to fully appreciate and prepare for the level of demand on the paper. Centres are encouraged to review the materials provided on the Pearson website regularly for updates.

Individual Questions

Question 1a



Answer ALL questions. Write your answers in the spaces provided.

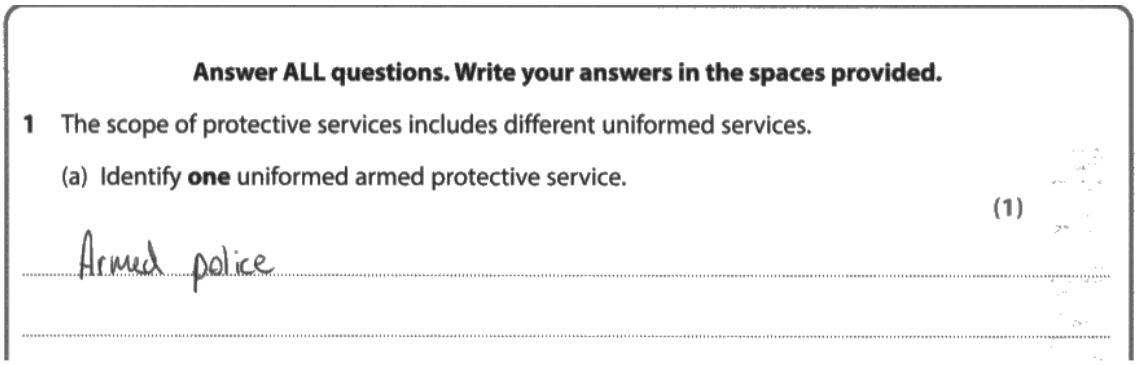
1 The scope of protective services includes different uniformed services.

(a) Identify **one** uniformed armed protective service.

(1)

~~Army~~ Army

This is an example of a response that received 1 mark. The response has identified an appropriate uniformed armed protective service.



Answer ALL questions. Write your answers in the spaces provided.

1 The scope of protective services includes different uniformed services.

(a) Identify **one** uniformed armed protective service.

(1)

Armed police

This is an example of a response that received 0 marks, as armed police are not a uniformed armed protective service.

Centres are advised to remind learners of the different groupings of public services as identified within the unit specification, and the difference between statutory and non-statutory as well as uniformed and non-uniformed.

Question 1b

(b) Give **two** purposes of armed protective services. **(2)**

1 to insure the safety to are country and its borders.

2 To provide humanicarian aid to allied countries if needed.

This response gained two marks as the response correctly gives **two** purposes of armed protective services.

(b) Give **two** purposes of armed protective services. **(2)**

1 to protect the public/country from threats

2 ensure communication between other countries is strong and ~~th~~ safe

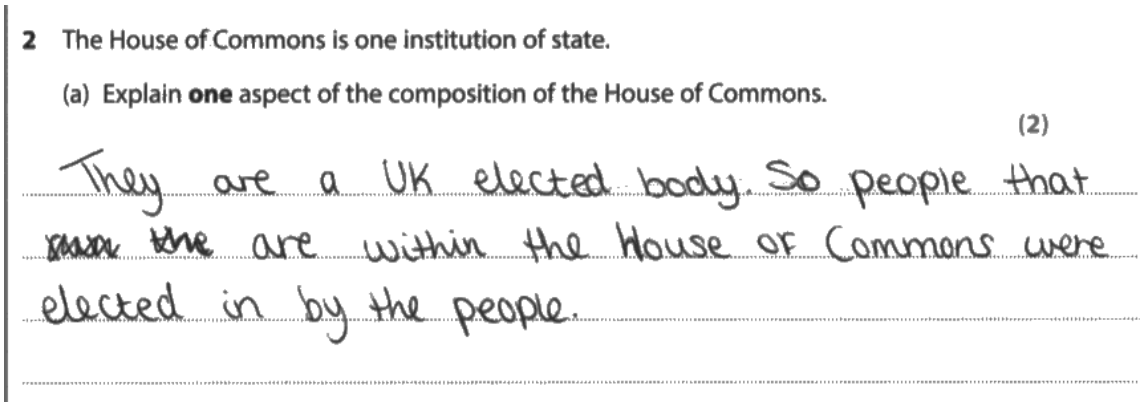
This is an example of a response that received 1 mark. The response has given one correct purpose (to protect public/country from threats), but the second response is not rewardable as this is not a purpose of the armed protective services.

The command verb **give** requires the learner to provide examples, justifications and/or reasons to a context, but does not require an extended response.

Question 2a

Many learners were able to give one aspect of the composition of the House of Commons achieving 1 mark. The most common examples included representatives being elected. The second mark required the learner to expand on the composition.

This question provided a good example of where learners lost marks if they did not accurately apply exam technique. As an **explain** question, learners should offer an aspect of the composition as well as expanding their answer. It is important that learners are taught the different level of response expected for each command verb as part of their exam preparation.



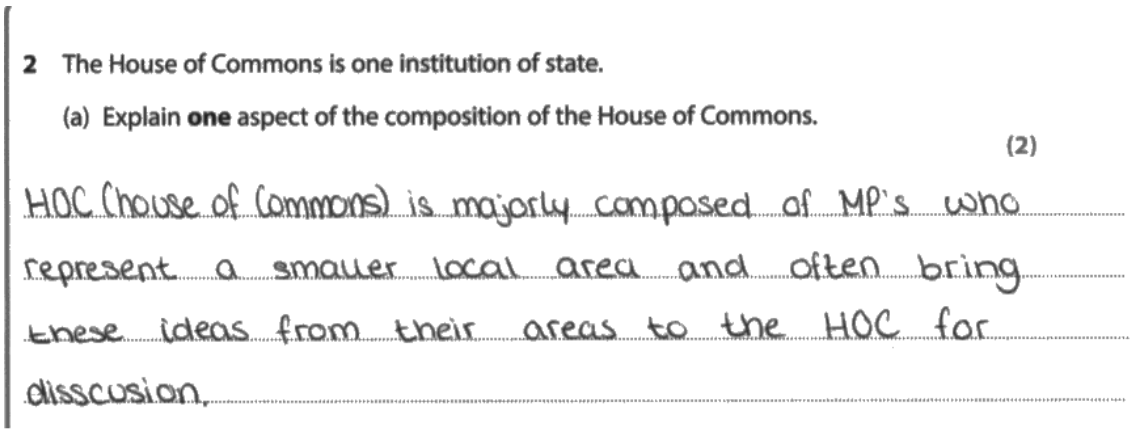
2 The House of Commons is one institution of state.

(a) Explain **one** aspect of the composition of the House of Commons.

(2)

They are a UK elected body. So people that ~~were the~~ are within the House of Commons were elected in by the people.

This is an example of a response that received 1 mark. The response identifies that members are elected but does not expand on the answer through providing an example.



2 The House of Commons is one institution of state.

(a) Explain **one** aspect of the composition of the House of Commons.

(2)

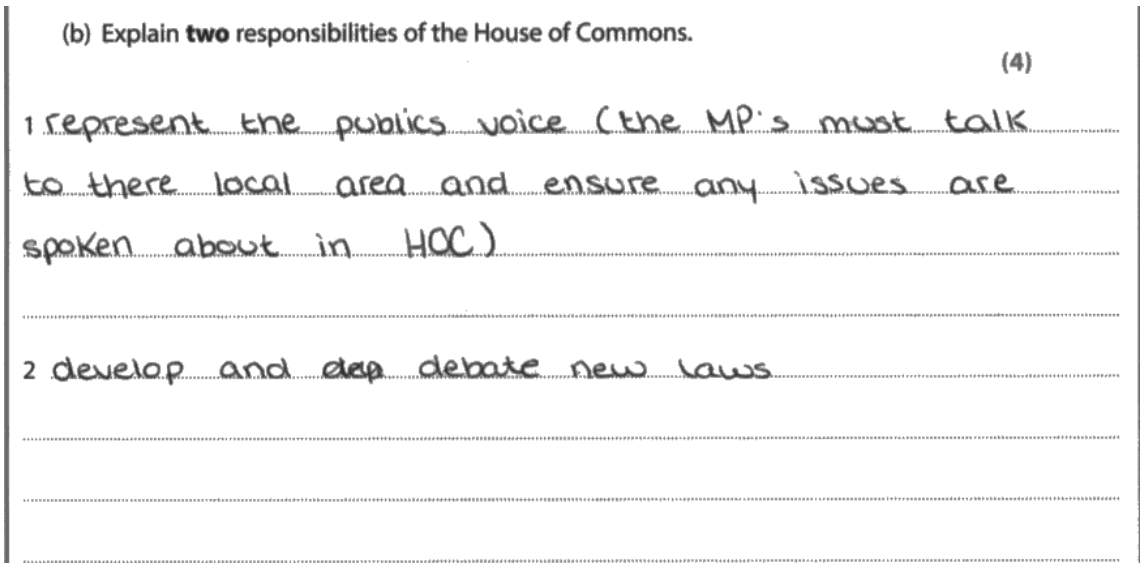
HOC (house of Commons) is majorly composed of MP's who represent a smaller local area and often bring these ideas from their areas to the HOC for disscusion.

This is an example of a response that received 2 marks. The response identifies the aspect of the composition (composed of MPs) and then extends this (representing a local area).

Question 2b

This question required the learners to explain **two** responsibilities of the House of Commons. This was not answered very well by learners, many of which were not able to distinguish between roles and responsibilities. Centres are advised to ensure that the learners are able to differentiate between the two, as listed in the unit specification under Learning Aim B3.

A common answer was one that explained responsibility for representing their constituencies. As the command verb used here is **explain**, learners needed to make a point/statement and give a linked justification/exemplification of that point/statement. Their answer should contain some linked reasoning, meaning that they needed to expand on their answer to achieve the second mark.



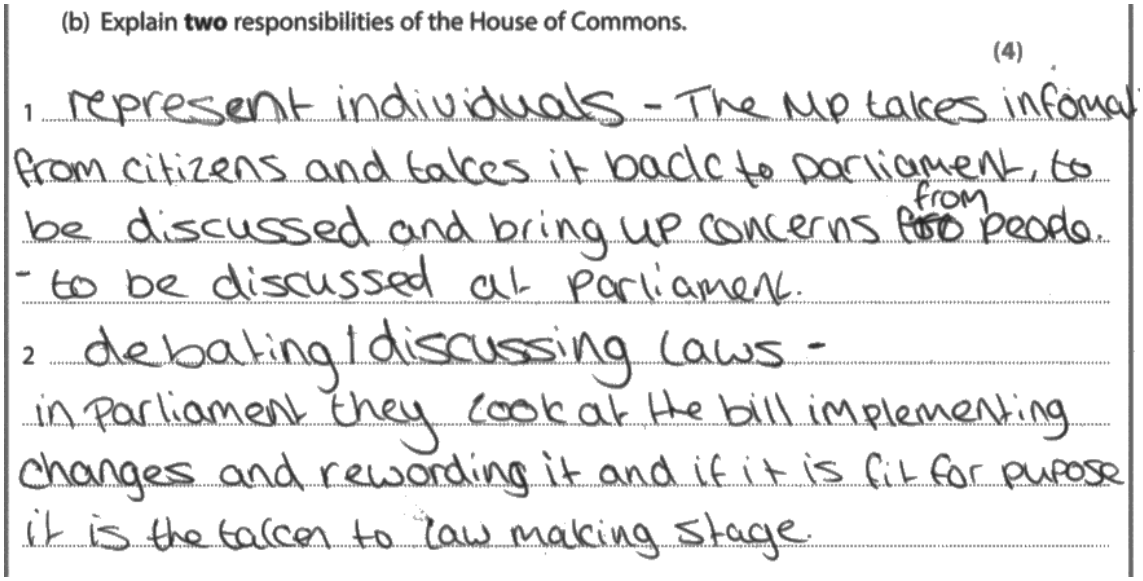
(b) Explain **two** responsibilities of the House of Commons.

(4)

1 represent the publics voice (the MP's must talk to there local area and ensure any issues are spoken about in HOC)

2 develop and ~~dep~~ debate new laws

This is an example of a response that received 3 marks. The response has explained one responsibility fully in point one. The fourth mark was not awarded for point two as the responsibility of developing and debating new laws is correct but has not been expanded.



(b) Explain **two** responsibilities of the House of Commons.

(4)

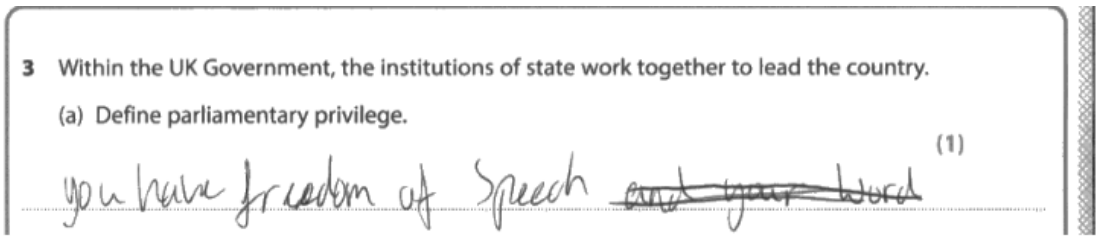
1 represent individuals - The MP takes infomal from citizens and takes it back to parliament, to be discussed and bring up concerns from people. - to be discussed at parliament.

2 debating / discussing laws - in parliament they look at the bill implementing changes and rewording it and if it is fit for purpose it is the taken to law making stage.

This is an example of a response that received 4 marks. This response selects **two** responsibilities and fully explains both.

Question 3a

This question asked learners to define parliamentary privilege. Some learners were able to define the term parliamentary privilege. However, many provided a response which discussed the definition of the term 'privilege' in its widest form, rather than the concept of parliamentary privilege.



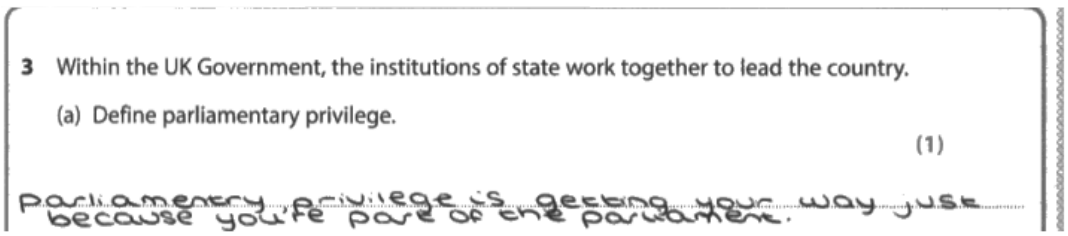
3 Within the UK Government, the institutions of state work together to lead the country.

(a) Define parliamentary privilege.

(1)

you have freedom of speech ~~and your word~~

This is an example of a response that received 1 mark.



3 Within the UK Government, the institutions of state work together to lead the country.

(a) Define parliamentary privilege.

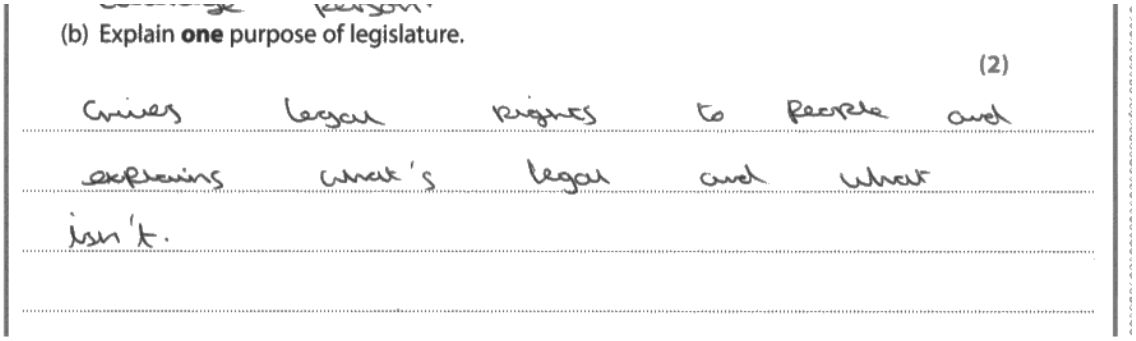
(1)

parliamentary privilege is getting your way just because you're part of the parliament.

This response received 0 marks.

Question 3b

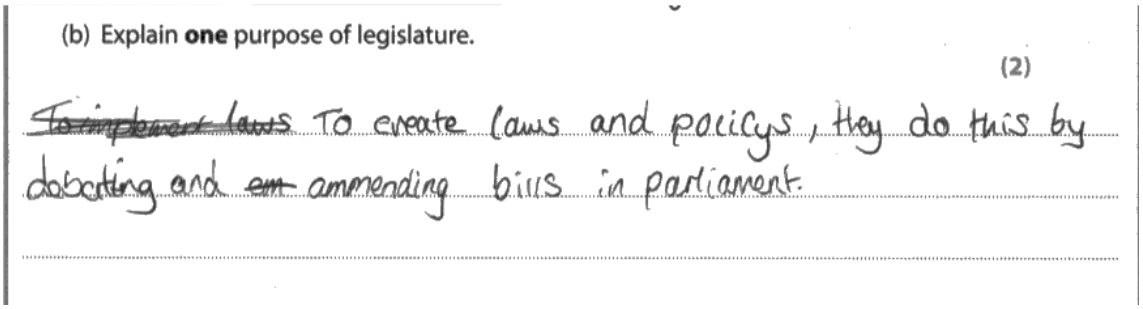
This question required learners to **explain** one purpose of legislature and then expand their answer, possibly with an example. Of those who did identify the purpose, they went on to provide examples such as ensuring the day-to-day running of government departments or implementing government policies. Those responses receiving no marks tended to explain the role of government departments rather than a civil servant.


(b) Explain **one** purpose of legislature.

(2)

Civils legal rights to people and explaining what's legal and what isn't.

This is an example of a response that received 0 marks. The response does not select a valid purpose of legislature.


(b) Explain **one** purpose of legislature.

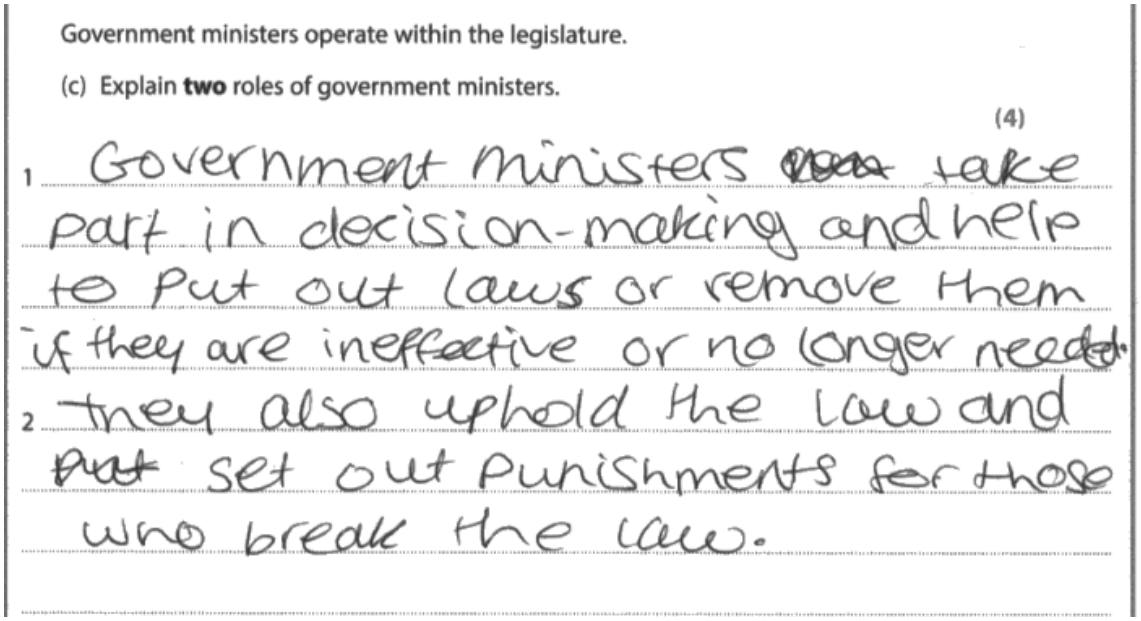
(2)

~~To implement laws~~ To create laws and policys, they do this by debating and ~~em~~ ammending bills in parliament.

This is an example of a response that received 2 marks. The response explains one purpose of legislature with an appropriate expansion.

Question 3c

This question was not very well answered by learners, where few learners were able to identify appropriate roles of government ministers. The most common roles that were used in responses were to debate legislation or to run government departments. Similarly, to question 2b, learners who missed out on marks here did not expand their questions effectively.



Government ministers operate within the legislature.

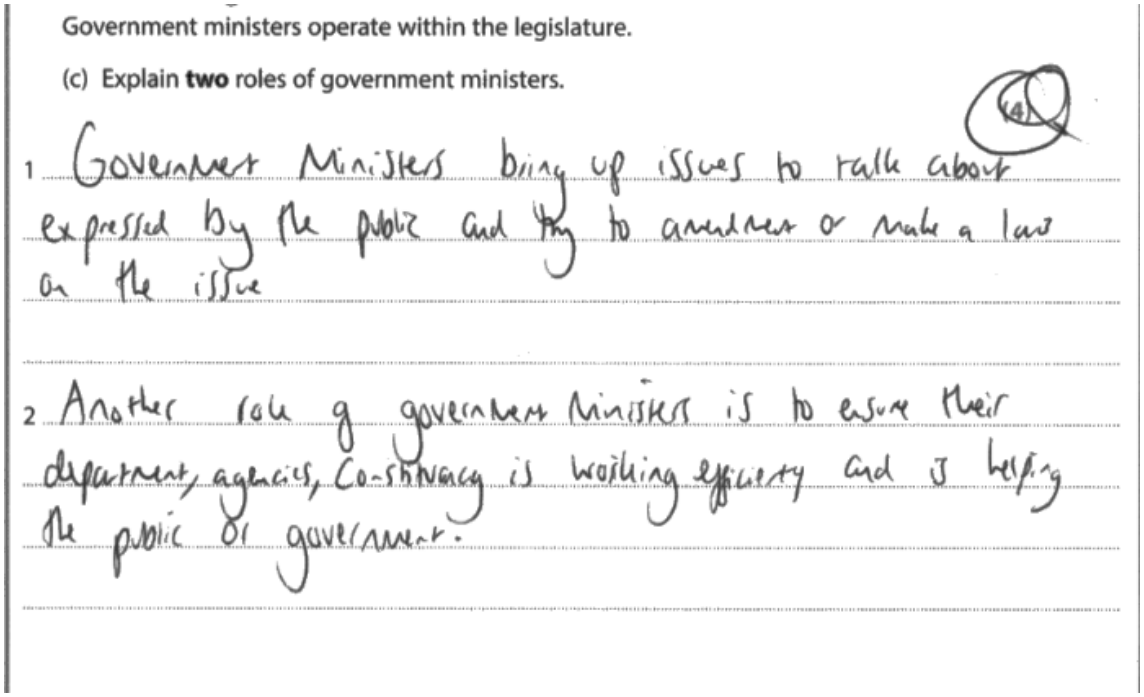
(c) Explain **two** roles of government ministers.

(4)

1 Government ministers take part in decision-making and help to put out laws or remove them if they are ineffective or no longer needed.

2 they also uphold the law and set out punishments for those who break the law.

This is an example of a response that received 2 marks. The response has identified **one** appropriate role and expanded this. The second response is not a role of government ministers.



Government ministers operate within the legislature.

(c) Explain **two** roles of government ministers.

(4)

1 Government Ministers bring up issues to talk about expressed by the public and try to amendment or make a law on the issue

2 Another role of government Ministers is to ensure their department, agencies, Constituency is working efficiently and is helping the public or government.

This is an example of a response that received 4 marks. This response has explained the **two** roles appropriately with relevant expansion to both points.

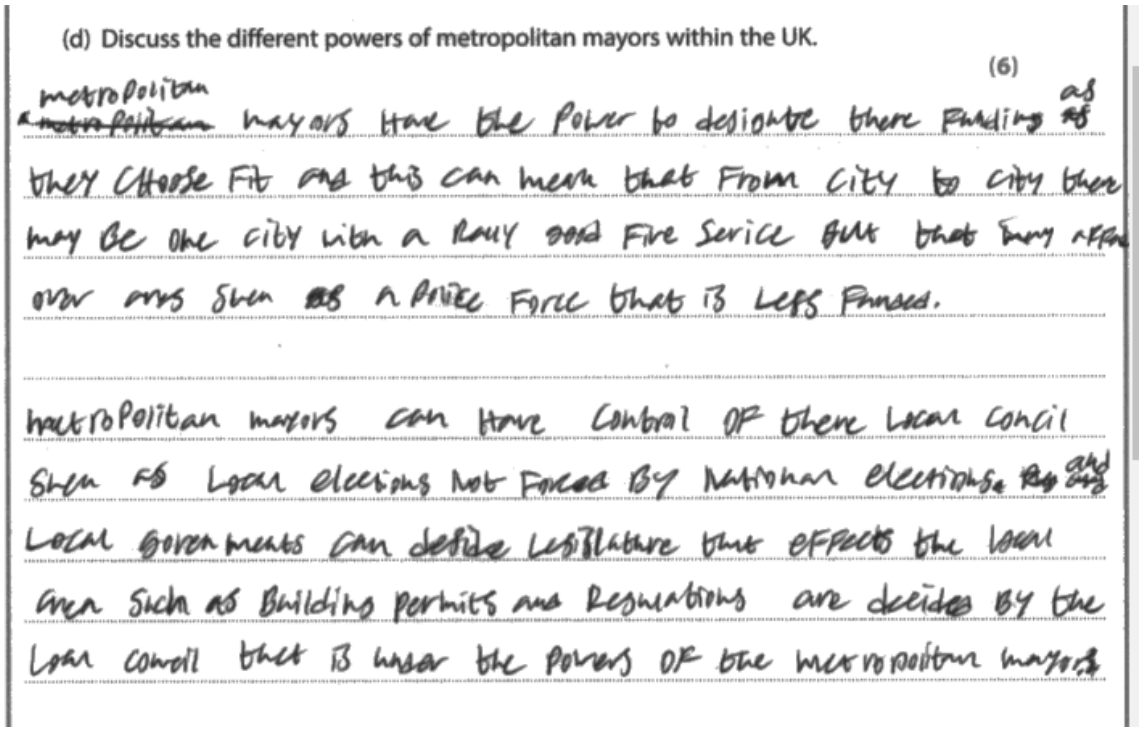
Question 3d

This is the first question on the paper that has marks awarded in a levels-based mark scheme. Learners were required to discuss the powers of metropolitan mayors within the UK.

Some learners were able to identify the basic powers of metropolitan mayors, and responses at the lower end were mainly lists or brief comments without examples. However, other learners only provided responses that referred to other roles such as town mayor (as opposed to metropolitan), or members of parliament.

Those responses that were awarded marks in mark band three generally demonstrated accurate and detailed knowledge and understanding. Where learners were achieving the higher marks, they were able to provide a range of examples of the responsibilities of metropolitan mayors, giving reasoned information and linking it well.

The command verb **discuss** requires the learner to consider the different powers, as indicated in the unit specification, and how they interrelate or the extent to which they are important.



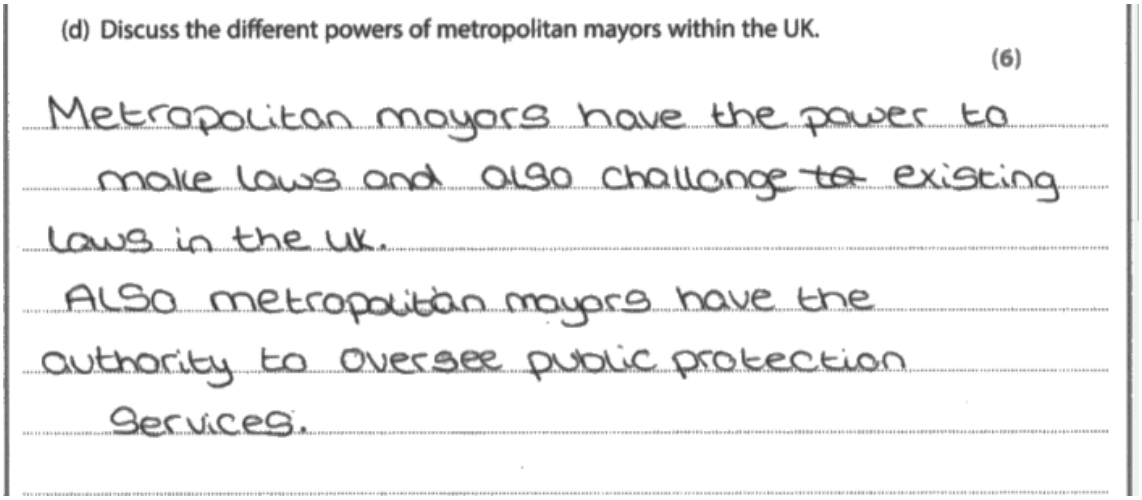
(d) Discuss the different powers of metropolitan mayors within the UK.

(6)

metropolitan mayors have the power to designate where funding as they choose fit and this can mean that from city to city there may be one city with a really good fire service but then every area over area such as a police force that is less funded.

metropolitan mayors can have control of there local council such as local elections not forced by national elections and also local governments can decide legislature that effects the local area such as building permits and regulations are decided by the local council that is under the powers of the metropolitan mayors

This is an example of a response that received 5 marks. This response was able to identify the different powers of metropolitan mayors and provide examples to demonstrate their knowledge.



(d) Discuss the different powers of metropolitan mayors within the UK.

(6)

Metropolitan mayors have the power to make laws and also challange ~~to~~ existing laws in the UK.

ALSO metropolitan mayors have the authority to oversee public protection services.

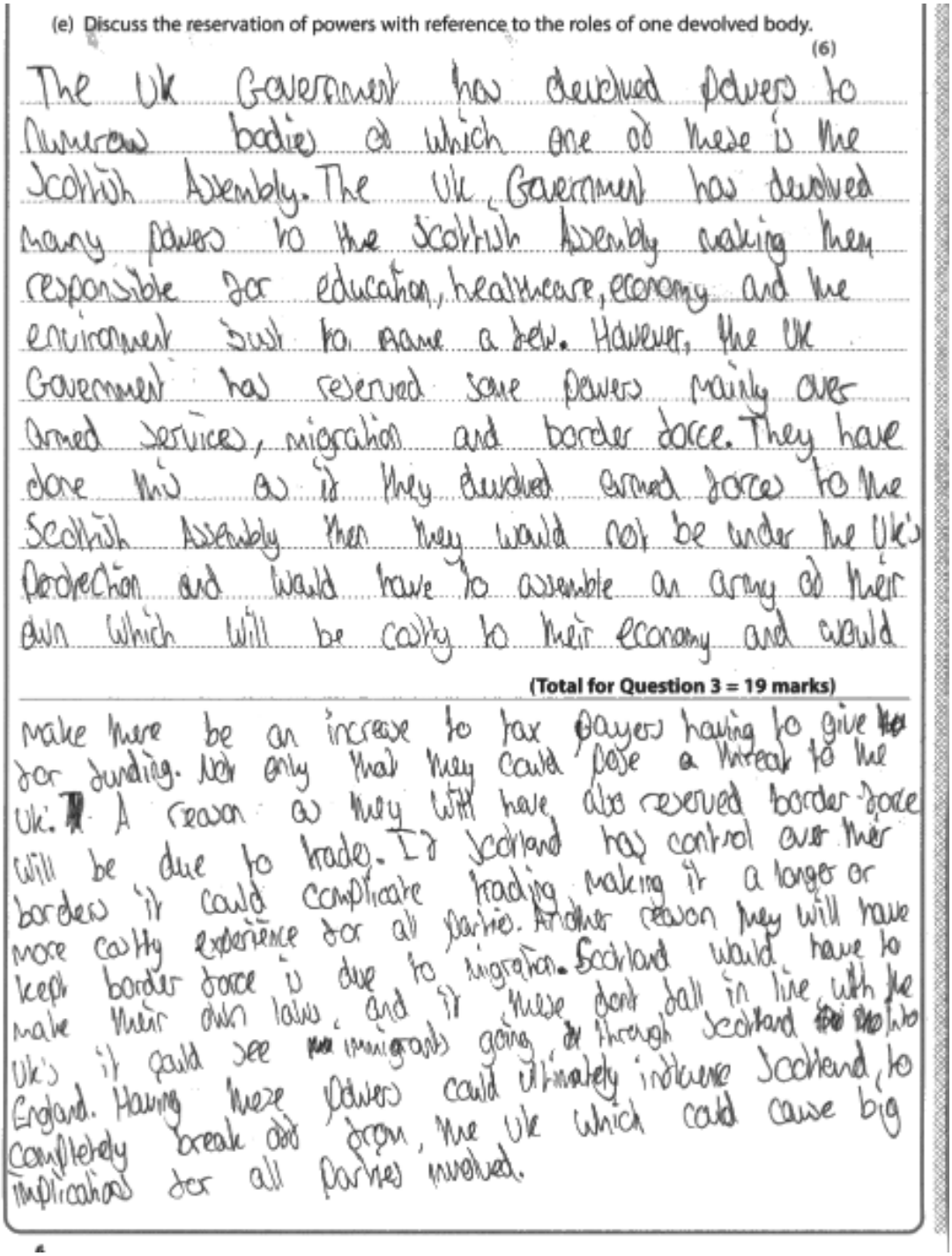
This is an example of a response that received 0 marks. The response does not effectively discuss the different powers of metropolitan mayors or provide examples to demonstrate their knowledge.

This is an example that demonstrates the importance of centres working on examination techniques with their learners, to ensure that learners know how to interpret a question to enable them to provide an appropriate response.

Question 3e

This question required the learner to discuss the reservation of powers, with reference to one devolved body. Many responses were able to provide examples of the roles of devolved bodies and provided brief responses to that section of the question but did not effectively refer explicitly to the reservation of powers, which was the main focus of this question.

Responses that achieved marks in mark band three were more detailed in nature and the better performing responses to this question were able to provide well-developed and logical discussions that clearly considered a range of reserved powers, selecting an appropriate devolved body to relate their answers to, whilst considering how their points interrelate and apply.



(e) Discuss the reservation of powers with reference to the roles of one devolved body.

(6)

The UK Government has devolved powers to numerous bodies of which one of these is the Scottish Assembly. The UK Government has devolved many powers to the Scottish Assembly making them responsible for education, healthcare, economy and the environment such to name a few. However, the UK Government has reserved some powers mainly over Armed services, migration and border force. They have done this as if they devolved armed forces to the Scottish Assembly then they would not be under the UK's protection and would have to assemble an army of their own which will be costly to their economy and would make there be an increase to tax payers having to give for funding. Not only that they could pose a threat to the UK. A reason as why will have also reserved border force will be due to trade. If Scotland has control over their borders it could complicate trading making it a longer or more costly experience for all parties. Another reason they will have keep border force is due to migration. Scotland would have to make their own laws, and if these don't all in line with the UK's it could see immigrants going through Scotland to England. Having these powers could ultimately influence Scotland, to completely break off from the UK which could cause big implications for all parties involved.

(Total for Question 3 = 19 marks)

This is an example of a response that received 6 marks. This response has provided a well-structured discussion of the reservation of powers linking this well to the Scottish Parliament. It is important to note that the fact that the response refers to the Scottish Assembly rather than Parliament has not resulted in a reduction of marks, as the knowledge demonstrated in the response is sound.

(e) Discuss the reservation of powers with reference to the roles of one devolved body.

(6)

Scottish Parliaments reserved powers allow that Governing body to act with more focused interest to the needs of the Scottish people and not the UK people as a whole. The powers allow the Parliament to have more focused improvements in certain areas to better their country such as health care or education for their own country. They can provide additional support and funding to more specific areas of Scotland due to ~~the~~ the better understanding of the local government which ultimately improves relationships between the devolved body & the people however Central Government policy can not be overruled or amended if applied in the wider UK body

(Total for Question 3 = 19 marks)

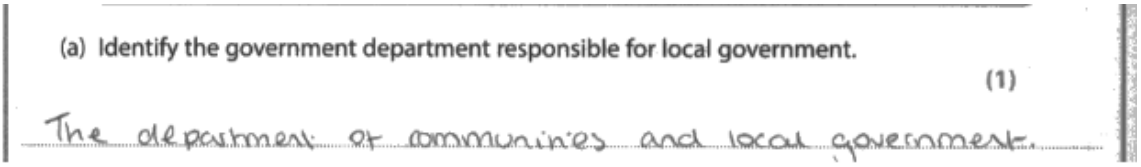
Scottish Parliament - acts in Scottish peoples best interest represent them

This is an example of a response that received 1 mark. This response has identified some responsibilities of the Scottish Parliament, which has been rewarded, but has not referred to the reservation of powers to demonstrate knowledge and understanding.

Question 4a

This is the first question in the paper that links to the resource published to support the answers for Question 4.

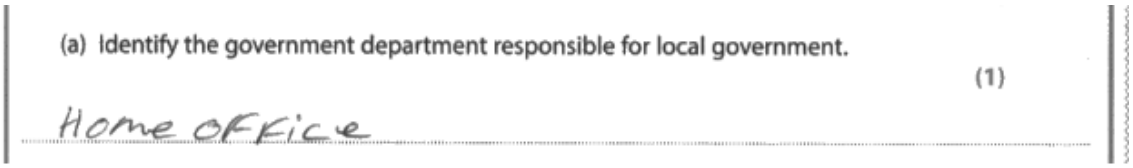
This question asked learners to name the government department responsible for local government. The mark scheme was adapted to reflect the fact that this had changed twice since the specification was written and amended to ensure the best possible opportunity for the candidate to achieve the mark.


(a) Identify the government department responsible for local government.

(1)

The department of communities and local government.

This is an example of a response that received 1 mark. The response identifies the correct government department.


(a) Identify the government department responsible for local government.

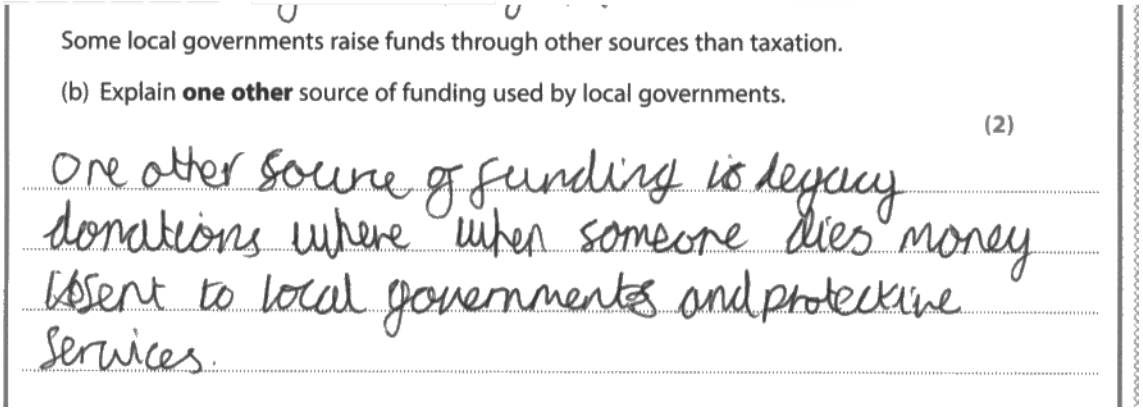
(1)

Home office

This is an example of a response that received 0 marks. The response does not identify the correct government department.

Question 4b

This question required learners to explain **one** other source of funding available to local government. The majority of learners were able to identify one source, such as charging rents, or donations and legacies to achieve the first mark. Some learners expanded on this by expanding upon these, therefore gaining the second mark.

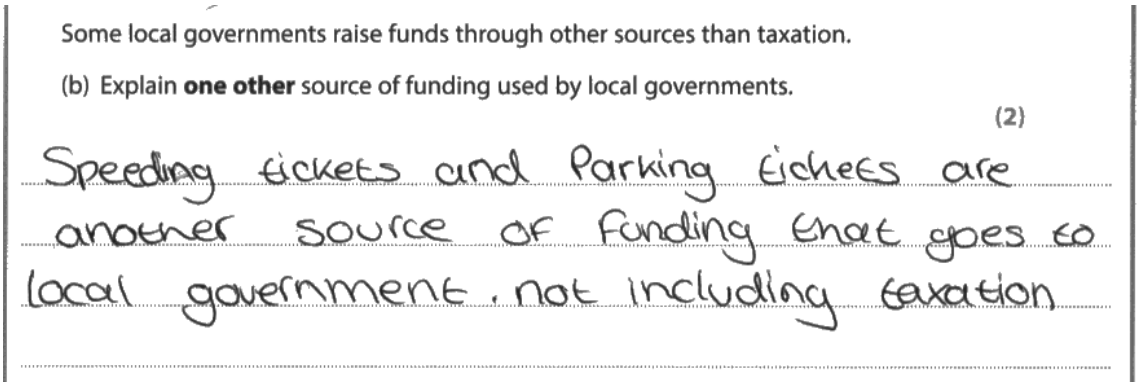

Some local governments raise funds through other sources than taxation.

(b) Explain **one other** source of funding used by local governments.

(2)

One other source of funding is legacy donations where when someone dies money is sent to local governments and protective services.

This is an example of a response that received 2 marks. This response correctly identifies legacy donations as an alternative form of funding and expands this appropriately to explain this.


Some local governments raise funds through other sources than taxation.

(b) Explain **one other** source of funding used by local governments.

(2)

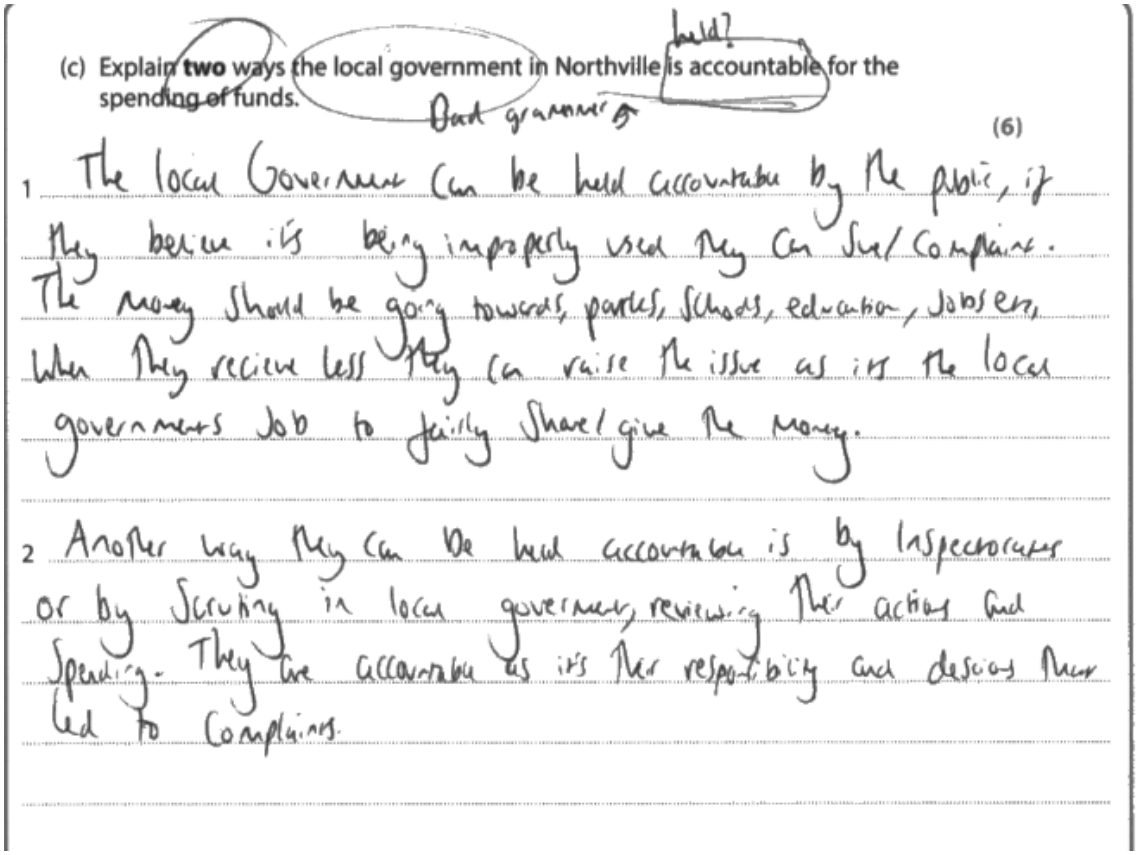
Speeding tickets and Parking tickets are another source of funding that goes to local government, not including taxation

This is an example of a response that received 0 mark. The response does not identify an appropriate source of funding for local government.

Question 4c

This question required an identification, an explanation and a further expansion in order to receive all three marks. The responses needed to explain **two ways** that the local government are accountable for the use of funding that was discussed in the resource.

Similarly, to question 2b, as an **explain** question, learners should offer a way that the government is held accountable as well as expanding their answer.



(c) Explain **two** ways the local government in Northville is accountable for the spending of funds. held? Dont grammar

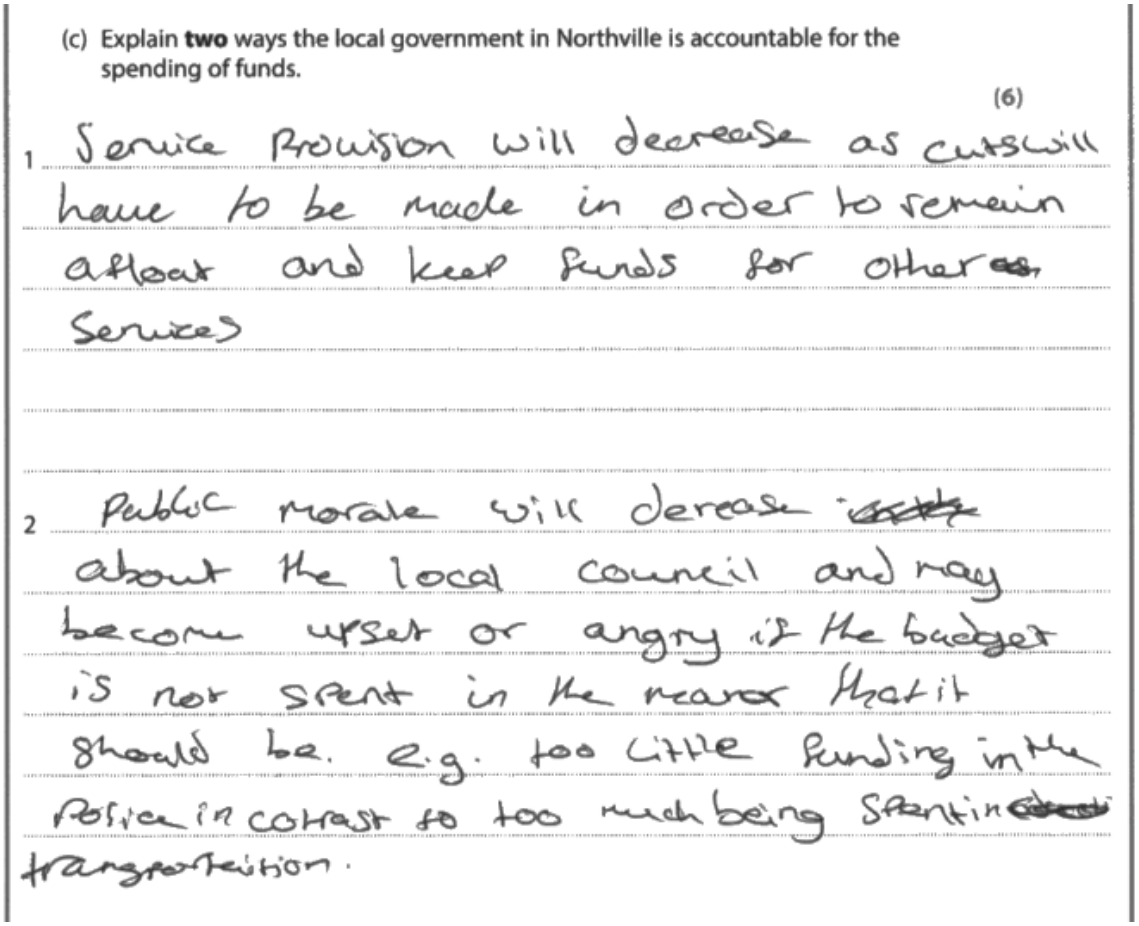
(6)

1 The local Government can be held accountable by the public, if they believe it's being improperly used they can sue/ Complain. The money should be going towards, parks, schools, education, Jobs etc, when they recieve less they can raise the issue as it's the local governments job to fairly share/ give the money.

2 Another way they can be held accountable is by Inspectorates or by Scrutiny in local government, reviewing their actions and spending. They are accountable as it's their responsibility and decisions that led to Complaints.

This is an example of a response that received 6 marks.

The response has identified **two** appropriate ways that the that the local government are held accountable, and in both they move on to provide two expansions. The Lead Examiner would also like to highlight the effective exam skills demonstrated in the annotation of the question by the learner here.



(c) Explain **two** ways the local government in Northville is accountable for the spending of funds.

(6)

1 Service Provision will decrease as cuts will have to be made in order to remain afloat and keep funds for other ~~es~~ Services

2 Public morale will decrease ~~[illegible]~~ about the local council and may become upset or angry if the budget is not spent in the manor that it should be. e.g. too little funding in the Police in contrast to too much being spent in ~~[illegible]~~ transportation.

This is an example of a response that received 0 marks. The response has not identified an appropriate way that the local government are held accountable, nor have they moved on to provide relevant expansions.

Question 4d

The responses for this question required the learner to explain two impacts that the policy to close the adult day centre may have on service provision within Northville.

The strongest answers to this item were able to select to appropriate impacts of closing the adult day centre, and for each, explain the impact with an appropriate extension. The responses referred to the impact on the local community. Where responses did not score well, a common mistake was to identify the impact on the individual, often the loss of a job, which is not what the question was asking.

Similarly, to question 4c, the question required an identification, an explanation and a further expansion in order to receive all three marks. The responses needed to explain and make use of the resource provided within the question paper.

(d) Explain **two** impacts that the policy to close the adult day centre may have on service provision within Northville.

(6)

1 It will impact staff morale as the remaining staff will need to pick up the jobs from the ones who left, therefore seeing stretched increasing the morale of the workers.

2 It will also decrease the public confidence due to the stretched workers not producing a great service therefore the public will feel the service isn't value for money.

This is an example of a response that received 0 marks. The learner has not provided a suitable response, which explains the impact of closing the adult day centre may have on service provision.

(d) Explain **two** impacts that the policy to close the adult day centre may have on service provision within Northville.

(6)

1 One impact the policy could have on providing this service is the health and safety of the people. Due to the adult day centre, the people using the facility and services might have their health decline and their morale can be impacted. This is because they were able to live normally until the service was cut.

2 Another impact this could have is that other services could be overwhelmed because people will need to help in other places. Therefore, the delivery of service is going to be slower and less effective.

This is an example of a response that received 6 marks.
This response has identified two impacts of closing the adult day centre, specifically on service provision, and provided an exemplification and further expansion for each point.

Question 4e

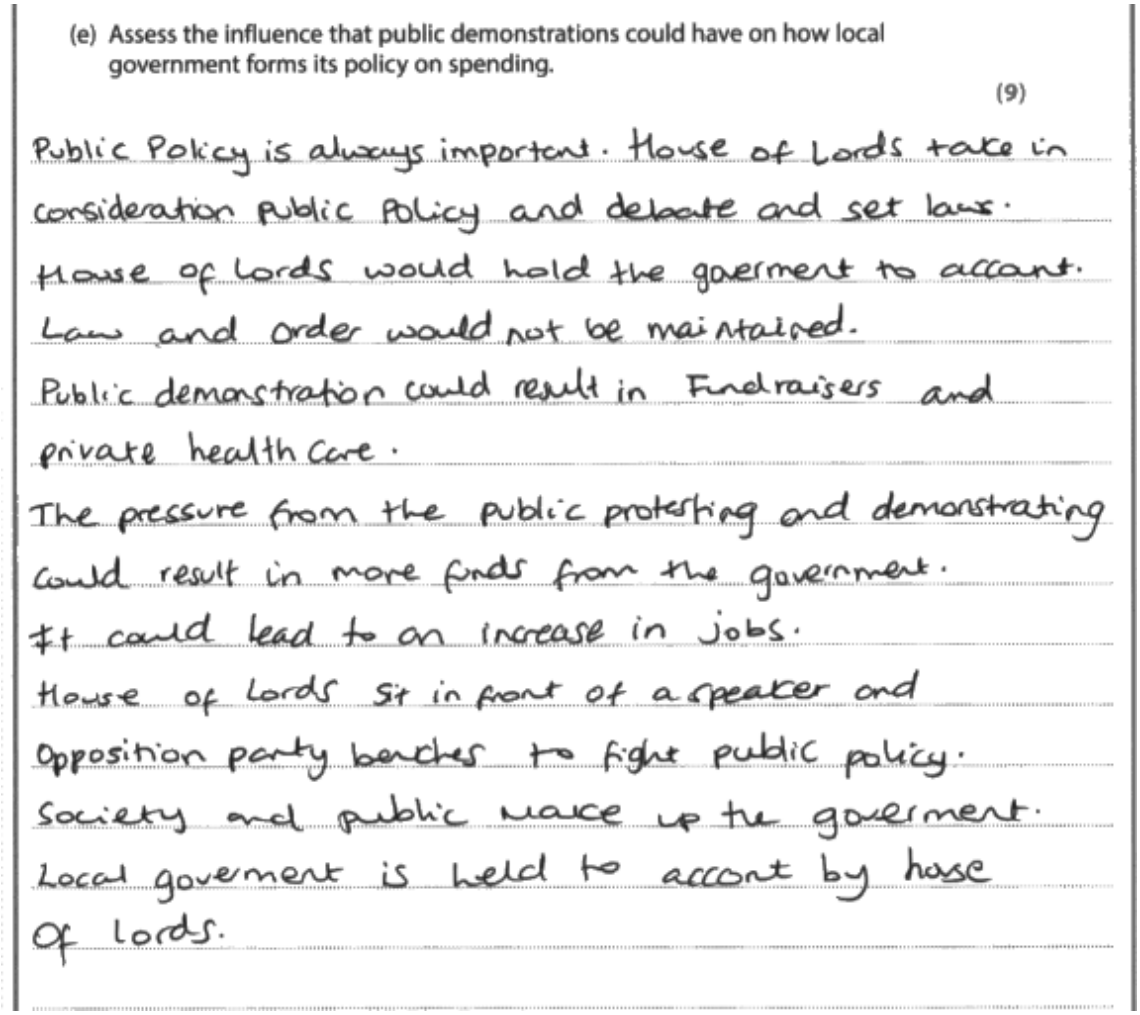
This question produced some varied responses. Where the responses achieved the highest grades, learners were able to provide detailed explanation of the impact of public protests, staying focused on this one method of public demonstrations, and linking their response well to the case study provided.
Where responses did not achieve the higher marks, they lacked the level of detail required, but were improved from the previous series due to the question providing the method of public demonstration to be discussed.
Where responses dd not achieve marks, they often discussed alternative methods of public demonstration, which was not appropriate for the question.
The command verb **assess** requires learners to present a careful consideration of varied factors or events that apply to a specific topic or situation or identify those which are the most important or relevant. Learners should make a judgement on the importance of something; however, a conclusion is not necessary.

(e) Assess the influence that public demonstrations could have on how local government forms its policy on spending.

(9)

The demonstration in the city centre will be clearly seen by the local government. This means that the local government will understand that the residents are not happy with the policy and ~~will not~~ may want to re discuss it to better suit residents. The public demonstration may cause the goverment to change what they did to something else that will have less impact on residents. The government may change the policy so that there could be added benefits such as more spending on transport but also ~~keeping it reduced~~ saving money. The local government may need to create new objectives such as improving the policing and fireservice while keeping within new policy. This may help with the people that are angry. The local government will need to come up with a scene to & to make sure that any jobs lost in the new policy such as the 650 council jobs and the staff that worked at the adult day centre will still have an income so they can support their family. The policy will need to create a furlough & scene to pay the people who lost their income. They will need to change the policy so that people and especially students will still have access to books and sources of information that were previously available in the library. Scenes will need to be created so that children can ~~have~~ still have areas to play.

This is an example of a response that received 8 marks. The response provides evidence of thorough application containing clear links and interrelationships between factors.



(e) Assess the influence that public demonstrations could have on how local government forms its policy on spending.

(9)

Public Policy is always important. House of Lords take in consideration public Policy and debate and set laws. House of Lords would hold the goverment to accant. Law and order would not be maintained. Public demonstration could result in Fundraisers and private health care. The pressure from the public protesting and demonstrating could result in more finds from the government. It could lead to an increase in jobs. House of Lords sit in front of a speaker and Opposition party benches to fight public policy. Society and public voice up the goverment. Local goverment is held to accont by hose Of Lords.

This is an example of a response that received 0 mark. The response does not refer to how the public demonstration may influence the **local government** spending policy, but instead refers to the House of Lords.

Question 5a

This question required the learner to interpret data that was included as a resource before the question. It is important that centres note that the questions did not require any mathematical calculation, and there were not marks attached to this skill.

The question produced some very pleasing responses, with many learners being able to draw the key points from the data and use this in their responses. Most learners were able to provide examples of the impact on police personnel in relation to the statistics in the case study.

(a) Discuss the impact of this on police personnel

(6)

One piece of information the report found was that the proportion of voluntary resignations had increased from 29% to 33% in the latest year. This significant increase could impact police personnel negatively. Police staff may experience a loss of morale because they may be required to cover more work to make up for loss of personel. They may develop illnesses such as anxiety or depression as a result of being overworked. Furthermore, this may increase the response times of officers as they may need to cover larger aviders as well as reducing amount of patrols they have. This may lead to a loss of public trust making it harder for police to carry out their duties without assistance from their local communitys. Another impact of the significant increase of Officers transfering, up by over 800 officers in the past 5 years, is that current officers may start changing their viewpoint of the service, if they start seeing their friends and Colleagues leaving the police they also may be inclined to do so.

This is an example of a response that received 6 marks. The response displays a well-developed and logical discussion that clearly considers a range of impacts on police personnel illustrated by the report and considers how they interrelate.

(a) Discuss the impact of this on police personnel

(6)

Looking at Source 1 it gives me an clear impact that ~~People~~ police personnel has on massive effect. Source 1 is talking about how people are just dropping from the police force and how many are getting killed murdered etc. They are many who living the Police due to the transfer, medical retirment, Dismmal, and Death. All these reasons are having a massive increase to police Personal. One of the important reason it can impact on because they might not enjoy police on Petrol if theyre not many Police on duty that mean Death, crime, accident, murder, robberies will go up massivly in the UK. People will start abusing the law and respecting other forces such as the ~~the~~ ambulance, fire, Army. They cause Police to start using weapons or start racial abusing the the public because there is not enough people on the streets.

This is an example of a response that received 0 mark. The response does not make use of the resource to identify appropriate information in relation to the impact on police personnel.

Question 5b

Similar to question 5a, this question required the learner to interpret data that was included as a resource before the question.

The command verb **evaluate** requires the learner to review information and consider the various aspects in relation to its context. Learners should form a conclusion or come to a supported judgement, drawing on contextual evidence from the resource, and may consider such things

as strengths, weaknesses, advantages, disadvantages, alternative actions, relevant data or information.

Responses that achieved the highest marks made detailed use of the statistics provided and accurately identified a range of ways that these could be used to support planning. Their responses were generally well developed and demonstrated a detailed knowledge of the subject area. There was clear use of sector-specific language in many responses, and conclusions were well justified.

Where the responses did not achieve the higher marks, the evidence was generic in nature and often made limited if any reference to the statistics in the given case study. Another common error was to discuss the statistics in general, but not make any reference to how these inform planning.

(b) Evaluate the impact of statistics on the Home Office's ability to plan for investment in recruitment, with reference to examples from Source 1.

(12)

Statistics can help the Home Office see which forces and which areas in particular need improvement in terms of things like finances, recruitment, etc. Source 1 shows an increase in voluntary resignation from the police force. As this is only statistics, the Home office won't know the reasoning as to why these officers left voluntarily. This has an impact as it would give the Home Office new ways to recruit people with the intention of them staying in the police force for as long as possible. This may result in an increase in investment into recruitment but, in the long term, it may reduce the number of voluntary resignations. This investment can impact recruitment policies as this new method of recruitment could become a permanent thing, not just a way of reducing statistics. If other protective services under the Home Office are struggling with similar or the same statistics, then this policy can be shared with them and not just to the police force.

This is an example of a response that received 11 marks. This response made excellent use of the resource provided and has displayed a developed and coherent evaluation including different aspects and competing points. There is evidence of logical reasoning which is clear and uses sector-specific language consistently. A more detailed evaluation would have enabled this response to achieve full marks.

(b) Evaluate the impact of statistics on the Home Office's ability to plan for investment in recruitment, with reference to examples from Source 1.

(12)

~~To~~ the Statistics shown in Source 1 could impact ~~to~~ the Home Offices Ability to plan for investment in recruiting. One way this may effect ~~the~~ investment plans is the amount of recruits needed to be taken in. For example in ~~2019~~ 2019/20 around 8,000 ~~to~~ officers left the services or transferred. This means that depending on how ~~many~~ many people ~~to~~ leave the services the services budget may need to get larger as more recruites need to be taken in.

This is an example of a response that received 1 mark. This response has not effectively focused in on the requirements of the question, as it appears to have focused in on one aspect from the data and has not effectively linked this to planning for the investment in recruitment.

Summary

Based on their performance on this paper, in future learners should:

Knowledge

- Ensure that they have thorough knowledge of unit content contained within the specification.
- Review the specification to ensure that all key areas have been revised.
- Be aware that all elements of the specification will be assessed during the lifetime of the qualification

Exam Technique

- Read each question thoroughly to ensure they are aware of what is being asked of them.
- Where a question asks for a specific department, be sure to include that department.
- Check the marks available for each question, ensuring that responses given are sufficiently detailed to meet the level of demand.
- Study the command words and be familiar with their expectations. For example, describe and explain command verbs require an identification plus an expansion or an example. State and give command verbs only require a one- or two-word response.
- Avoid repeating information from the question stem in their answer
- For longer answers, plan out the answer before writing it. Ensure that the answer makes use of the resources issued in the paper
- Be aware that, for 6-, 9- and 12-mark questions, answers which do not refer to the resource will be limited to mark band 1.

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